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ABSTRACT

Followup questionnaires were sent to 372 students who had graduated from liberal arts and science programs at Southwestern College in 1973, in order to determine their status in relation to education and employment, to rate their experience at Southwestern and at their current institutions as to instruction, counseling, facilities, materials, student activities, etc. Positive and negative comments relating to Southwestern College were also solicited. Questionnaires were returned by 217 (58 percent) of the graduates, representing students from 33 instructional programs and 13 departments. Major findings of the study showed that: (1) of the graduates, 59 percent were attending school full-time, 18 percent were attending school part-time, 17 percent were not attending school but planned to continue, and 3 percent were not attending nor did they plan to; (2) of those attending school, 72 percent were attending San Diego State, 18 percent were attending Southwestern College, and 16 percent were attending 21 other schools; (3) 32 percent were employed full-time, and 37 percent were employed part-time; (4) 34 percent were employed in an occupation for which they were trained or one related to their training, and 66 percent were employed in occupations unrelated to their training; (5) the college's program as a whole received relatively high ratings; and (6) overall ratings of Southwestern College compared favorably with ratings of San Diego State University. (The study data are provided in tables, Transfer Followup Report forms, and respondents' comments. A copy of the questionnaire is included.) (DB)

TRANSFER FOLLOW-UP STUDY

In the Spring of 1974, follow-up questionnaires were sent to 372 students who had graduated from Liberal Arts and Science programs at Southwestern College in 1973. Questionnaires were returned by 217 (58%) of these graduates. Responses from these students represent graduates from 33 instructional programs in 13 departments. Summaries were prepared for each program and department in which at least 4 students responded. (See Table I.)

Questionnaires asked the graduating students to report their present status (March-May 1973) in relation to education and employment. In addition, they were asked to rate their experience at Southwestern and at the institution they were presently attending on a number of items including instruction, counseling, facilities, materials, student activities, etc. Positive and negative comments relating to Southwestern College were also solicited from the respondents.

Major Findings: College Totals Based on all Responses

1) Educational Status:

- 59% of the graduates were attending school full-time.
- 18% of the graduates were attending school part-time.
- 17% of the graduates were not attending school now but plan to continue.
- 3% are not attending and are not planning to continue.

2) Transfer Institutions:

- 72% of those presently attending school, are attending San Diego State.
- 12% are attending Southwestern College.
- 16% are attending 21 other schools. (The names of the other schools being attended are listed on the back of the over-all data summary sheet.)

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TRANSFER FOLLOW-UP STUDY

Students Graduating Jan., June, and Aug. 1973

SOUTHWESTERN COLLEGE
CHULA VISTA, CALIFORNIA

Research Office
Allan MacDougall Ph.d.
Co-ordinator of Research
October 1974

JC 740 427

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3) Employment Status:

32% of the responding graduates were employed full-time.
37% were employed part-time.

4) Employment Related to Training (Transfer Students):

34% of the employed students were employed in an occupation for which
they were trained or related to which they were trained.
66% were employed in occupations unrelated to their training.

5) Over-all Relative Ratings of Southwestern College Functions and Services:

The College's program as a whole received relatively high ratings from
the graduates. The eleven items used on the rating scale are listed
below in the order that they were rated by the graduates. (Maximum
possible rating = 100)

<u>Rank</u>	<u>Rating</u>
(1) Quality of Instructional Facilities (Your Major)	83
(2) Over-all Rating of the College	80
(3) Quality of Instruction (Your Major)	80
(4) Library	79
(5) Quality of Instruction (General)	76
(6) Quality of Instructional Materials (Your Major)	76
(7) Your Evaluation of the College's Registration Procedures	75
(8) Your Evaluation of the College's Grading Policy	73
(9) Bookstore	71
(10) Food Services (Cafeteria, Vending)	65
(11) Quality of Counseling and Guidance as They Apply to You	63

6) Subjective Ratings of Southwestern College:

Over-all ratings given to Southwestern College compared favorably
with ratings given to San Diego State University. The quality of
instruction at Southwestern College was rated equivalent to quality
of instruction at San Diego State University. Quality of facilities

Transfer Follow-up Study
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was rated higher at Southwestern College than at San Diego State. Counseling and Guidance and Grading were rated marginally higher at Southwestern College as compared with San Diego State. Registration procedures were rated much higher at Southwestern College as compared with San Diego State.

Organization of the Report

The results of this study have been computed from responses of Liberal Arts and Science graduates as a whole, for each department and for each departmental program in which there were sufficient responses to justify a report. The general order of the report is as follows:

College Evaluation (Totals)
Departmental Evaluation
Program Evaluation
Comments
Questionnaires (Departmental Reports Only)

Interpretation

In interpreting the significance of this report, the following cautions should be kept in mind:

- 1) Not all of the graduating students are represented in this study. The response percentages for each program and department should be taken into account.
- 2) Caution should be exercised in interpreting ratings for a small number of graduates. (Less than 6.)
- 3) Ratings are subjective, somewhat arbitrary, and subject to variation, especially when a small number of students are responding. Grade ratings were made using arbitrary cut-off points. (There may not be much difference between an A- and a B+.)

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Value of the Report

The value of the follow-up study may be measured mostly in terms of what it does for the existing programs and services of the college. Hopefully, the report will be studied carefully and the implications of the results will be used within the context of other inputs to maintain and improve the services of the college and its' educational programs.

Examination of all of the comments leads to the conclusion that, for the most part, students gave honest, thoughtful responses to the questions asked.

Due to the fact that the follow-up report requires a commitment of time and resources, any suggestions related to the continuation and/or improvement of the study would be welcomed.

TABLE I
TRANSFER FOLLOW-UP STUDY

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Department	Program	Program #	# of 1973 Graduates	# Responding to Follow-up	Per cent Responding	Program Summary
Behavioral Science	Anthropology	271	4	1	25%	No
	Geography	273	4	2	50%	No
	Psychology	263	16	7	44%	Yes
	Sociology	278	17	11	65%	Yes
Total			31	21	68%	Yes
Business	Accounting	215	16	10	63%	Yes
	Bus. Management	217	35	12	34%	Yes
	Finance	216	3	1	33%	No
	Info Systems	218	6	6	100%	Yes
	Public Admin	266	4	2	50%	No
	Real Estate	221	2	1	50%	No
Total			66	32	48%	Yes
English	Journalism	237	3	2	66%	No
	Total		3	2	66%	No
Foreign Language	Spanish	247	5	5	100%	No
	Total		5	5	100%	Yes
Human Services	Home Ec	250	2	1	50%	No
	Pre-Elem Education	225	6	4	67%	Yes
	Pre-Law Correct Sci	265	12	7	58%	Yes
	Recreation	228	10	5	50%	Yes
	Social Welfare	267	7	4	57%	Yes
Total			37	21	57%	Yes
Life Science	Biology	204	16	13	81%	Yes
	Micro Biology	208	2	1	50%	No
	Pre-Medical	209	5	3	60%	No
Total			23	17	74%	Yes

TABLE I (CONTINUED)
TRANSFER FOLLOW-UP STUDY

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<u>Department</u>	<u>Program</u>	<u>Program #</u>	<u># of 1973 Graduates</u>	<u># Responding to Follow-up</u>	<u>Per cent Responding</u>	<u>Program Summary</u>
Math	Math	254	7	5	71%	No
	Total		7	5	71%	Yes
Performing Arts	Drama	236	4	1	25%	No
	Music	238	3	1	33%	No
	Total		7	2	29%	No
Physical Education	Physical Education	226	6	3	50%	No
	Total		6	3	50%	No
Physical Science	Chemistry	256	6	4	67%	Yes
	Engineering	230	13	9	69%	Yes
	Phy/Gen Science	259	2	1	50%	No
	Physics	260	2	1	50%	No
	Total		23	15	65%	Yes
Social Science	History	274	15	6	40%	Yes
	Political Science	276	6	5	83%	Yes
	Social Science	277	24	6	25%	Yes
	Total		45	27	60%	Yes
Speech	Speech	241	2	1	50%	No
	Total		2	1	50%	No
Visual Art	Art	235	15	10	67%	Yes
	Total		15	10	67%	Yes

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August 1973

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DEPARTMENT All PROGRAM All

Number of Graduates 372 Number Responding 217 Per cent Responding 58%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	123	59%
Attending School Part Time	39	18%
Not Attending Now But Plan to Continue	35	17%
Not Attending and Not Planning To Continue	7	3%
Other	7	3%

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	119	72%	Southwestern	19	12%	Other	27	16%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

					Ratings	
	Low			High	SWC	SDSU
1. Over-all Rating of the College					B+	B
2. Quality of Instruction (General)					B	B
3. Quality of Instruction (Your Major)					B	B
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)					B+	B
5. Quality of Instructional Materials, Texts, References (Your Major)					B	B
6. Quality of Counseling and Guidance as They Apply to You					C	C
7. Your Evaluation of the College's Grading Policy					B	B-
8. Your Evaluation of the College's Registration Procedures					B-	C-
9. Food Services (Cafeteria, Vending)					C+	-
10. Library					B	-
11. Bookstore					B-	-

 Southwestern College Average

 San Diego State University Average

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EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	61	32%
Employed Part Time	72	37%
Not Employed	23	12%
Housewife	10	5%
Armed Forces	14	7%
Other	13	7%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

	Full-Time	Part-Time	Total	Per cent
Employed in an Occupation:				
For Which They Were Trained	12	2	14	9%
Related to the Training Received	23	17	40	25%
Unrelated to the Training Received	51	54	105	66%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

College or University	Number Attending
Arizona State University	1
California College of Arts and Crafts	1
California State University - Humboldt	1
California State University - Northridge	1
California State University - Sacramento	1
Chapman Residence College	1
Grossmont College	1
I.C.S.	1
Laverne Residence College	2
National University	1
Northern Arizona University	2
Northwestern University	1
San Diego City College	1
United States International University	1
University of California - San Diego	9
University of California - Santa Barbara	1
University of California - Santa Cruz	1
University of Southern California	1
University of Nevada - Las Vegas	1
Wayne State University	1
Western State College of Law	3

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August 1973

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DEPARTMENT Behavioral Science PROGRAM Psychology
Number of Graduates 16 Number Responding 7 Per cent Responding 44%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	5	83%
Attending School Part Time	0	0
Not Attending Now But Plan to Continue	1	17%
Not Attending and Not Planning To Continue	0	0
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	5	100%	Southwestern	0	0	Other	0	0

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	SDSU
1. Over-all Rating of the College						B+	B
2. Quality of Instruction (General)						B	C+
3. Quality of Instruction (Your Major)						C	B+
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)						B-	A-
5. Quality of Instructional Materials, Texts, References (Your Major)						C+	B+
6. Quality of Counseling and Guidance as They Apply to You						C+	D
7. Your Evaluation of the College's Grading Policy						C+	D-
8. Your Evaluation of the College's Registration Procedures						D-	C
9. Food Services (Cafeteria, Vending)						B-	
10. Library						B-	
11. Bookstore						B-	

☒ Over-all SC Rating
 ☐ Southwestern Program Rating
 ☐ SDSU Program Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	1	17%
Employed Part Time	3	50%
Not Employed	2	33%
Housewife	0	0
Armed Forces	0	0
Other	0	0

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	0	0	0	0
Related to the Training Received	0	0	0	0
Unrelated to the Training Received	1	3	4	100%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August 1973

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DEPARTMENT Behavioral Science PROGRAM Sociology

Number of Graduates 17 Number Responding 11 Per cent Responding 65%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	9	90%
Attending School Part Time	1	10%
Not Attending Now But Plan to Continue	0	0
Not Attending and Not Planning To Continue	0	0
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	8	80%	Southwestern	1	10%	Other	1	10%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	SDSU
1. Over-all Rating of the College						B	B+
2. Quality of Instruction (General)						B	B
3. Quality of Instruction (Your Major)						B	B
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)						B	B
5. Quality of Instructional Materials, Texts, References (Your Major)						B	B+
6. Quality of Counseling and Guidance as They Apply to You						B-	C-
7. Your Evaluation of the College's Grading Policy						B+	B
8. Your Evaluation of the College's Registration Procedures						B-	C+
9. Food Services (Cafeteria, Vending)						B-	
10. Library						B	
11. Bookstore						B-	

Over-all SC Rating
 Southwestern Program Rating
 SDSU Program Rating

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EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	1	17%
Employed Part Time	2	34%
Not Employed	2	34%
Housewife	0	0
Armed Forces	0	0
Other	1	17%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	0	0	0	0
Related to the Training Received	0	0	0	0
Unrelated to the Training Received	1	2	3	100%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

College or UniversityNumber Attending

University of California-San Diego

1

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August 1973

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DEPARTMENT Behavioral Science PROGRAM All

Number of Graduates 31 Number Responding 21 Per cent Responding 68%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	<u>17</u>	<u>90%</u>
Attending School Part Time	<u>1</u>	<u>5%</u>
Not Attending Now But Plan to Continue	<u>1</u>	<u>5%</u>
Not Attending and Not Planning To Continue	<u>0</u>	<u>0</u>
Other	<u>0</u>	<u>0</u>

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	<u>16</u>	<u>89%</u>	Southwestern	<u>1</u>	<u>6%</u>	Other	<u>1</u>	<u>6%</u>

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	SDSU
1. Over-all Rating of the College						B	B
2. Quality of Instruction (General)						B	B
3. Quality of Instruction (Your Major)						B	B+
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)						B	B
5. Quality of Instructional Materials, Texts, References (Your Major)						B-	B+
6. Quality of Counseling and Guidance as They Apply to You						B-	C-
7. Your Evaluation of the College's Grading Policy						B	B-
8. Your Evaluation of the College's Registration Procedures						B	C
9. Food Services (Cafeteria, Vending)						C+	
10. Library						B-	
11. Bookstore						C+	

☒ Over-all SC Rating
 ☐ Southwestern Department Rating
 ☐ SDSU Department Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	2	13%
Employed Part Time	7	47%
Not Employed	5	33%
Housewife	0	0
Armed Forces	0	0
Other	1	7%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	0	0	0	0
Related to the Training Received	0	0	0	0
Unrelated to the Training Received	2	7	9	100%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

College or UniversityNumber Attending

University of California-San Diego

1

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August 1973

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DEPARTMENT Business PROGRAM Accounting

Number of Graduates 16 Number Responding 10 Per cent Responding 63%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	6	60%
Attending School Part Time	2	20%
Not Attending Now But Plan to Continue	1	10%
Not Attending and Not Planning To Continue	1	10%
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	8	89%	Southwestern	0	0	Other	1	11%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High				SC	SDSU
1. Over-all Rating of the College									B+	B
2. Quality of Instruction (General)									B	B
3. Quality of Instruction (Your Major)									B	B+
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)									B-	B
5. Quality of Instructional Materials, Texts, References (Your Major)									B	B
6. Quality of Counseling and Guidance as They Apply to You									C	C+
7. Your Evaluation of the College's Grading Policy									C	C-
8. Your Evaluation of the College's Registration Procedures									B	D+
9. Food Services (Cafeteria, Vending)									C	
10. Library									B	
11. Bookstore									B-	

☒ Over-all SC Rating
 ☐ Southwestern Program Rating
 ☐ SDSU Program Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	2	22%
Employed Part Time	5	56%
Not Employed	0	0
Housewife	0	0
Armed Forces	1	11%
Other	1	11%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	1	0	1	13%
Related to the Training Received	2	2	4	50%
Unrelated to the Training Received	0	3	3	38%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August 1973

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DEPARTMENT Business PROGRAM Business Management

Number of Graduates 35 Number Responding 12 Per cent Responding 34%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	5	50%
Attending School Part Time	2	17%
Not Attending Now. But Plan to Continue	2	17%
Not Attending and Not Planning To Continue	0	0
Other	2	17%

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	7	78%	Southwestern	1	11%	Other	1	11%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High				SC	SDSU
1. Over-all Rating of the College									B+	B+
2. Quality of Instruction (General)									B	B+
3. Quality of Instruction (Your Major)									B+	B+
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)									B+	C
5. Quality of Instructional Materials, Texts, References (Your Major)									B	B
6. Quality of Counseling and Guidance as They Apply to You									C	D+
7. Your Evaluation of the College's Grading Policy									B+	B
8. Your Evaluation of the College's Registration Procedures									B+	B
9. Food Services (Cafeteria, Vending)									B	
10. Library									B+	
11. Bookstore									C+	

☐ Over-all SC Rating
 ☐ Southwestern Program Rating
 ☐ SDSU Program Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	5	45%
Employed Part Time	4	36%
Not Employed	0	0
Housewife	0	0
Armed Forces	1	9%
Other	1	9%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	2	0	2	20%
Related to the Training Received	2	1	3	30%
Unrelated to the Training Received	2	3	5	50%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

College or UniversityNumber Attending

LaVerne Residence Center

1

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August 1973

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DEPARTMENT Business PROGRAM Information Systems

Number of Graduates 6 Number Responding 6 Per cent Responding 100%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	<u>4</u>	<u>67%</u>
Attending School Part Time	<u>1</u>	<u>17%</u>
Not Attending Now But Plan to Continue	<u>0</u>	<u>0</u>
Not Attending and Not Planning To Continue	<u>1</u>	<u>17%</u>
Other	<u>0</u>	<u>0</u>

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	<u>5</u>	<u>100%</u>	Southwestern	<u>0</u>	<u>0</u>	Other	<u>0</u>	<u>0</u>

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low			High	SC	SDSU
1. Over-all Rating of the College					A	B
2. Quality of Instruction (General)					B+	B-
3. Quality of Instruction (Your Major)					B	C+
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)					A	B
5. Quality of Instructional Materials, Texts, References (Your Major)					B	C+
6. Quality of Counseling and Guidance as They Apply to You					B+	C+
7. Your Evaluation of the College's Grading Policy					B	C+
8. Your Evaluation of the College's Registration Procedures					B	D
9. Food Services (Cafeteria, Vending)					B	
10. Library					A-	
11. Bookstore					B	

Over-all SC Rating
 Southwestern Program Rating
 SDSU Program Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	3	60%
Employed Part Time	1	20%
Not Employed	1	20%
Housewife	0	0
Armed Forces	0	0
Other	0	0

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	1	0	1	25%
Related to the Training Received	1	1	2	50%
Unrelated to the Training Received	1	0	1	25%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August 1973

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DEPARTMENT Business PROGRAM All

Number of Graduates 66 Number Responding 32 Per cent Responding 48%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	17	68%
Attending School Part Time	7	28%
Not Attending Now But Plan to Continue	4	16%
Not Attending and Not Planning To Continue	2	8%
Other	2	8%

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	22	85%	Southwestern	1	4%	Other	3	12%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low			High		SC	SDSU
1. Over-all Rating of the College				●	○	B+	B
2. Quality of Instruction (General)				●	○	B	B
3. Quality of Instruction (Your Major)				●	○	B	B
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)				●	○	B+	B-
5. Quality of Instructional Materials, Texts, References (Your Major)				●	○	B	B
6. Quality of Counseling and Guidance as They Apply to You			●	○		C+	C
7. Your Evaluation of the College's Grading Policy				●	○	B-	C
8. Your Evaluation of the College's Registration Procedures			○	●	○	B	C-
9. Food Services (Cafeteria, Vending)			○	●		B-	
10. Library				●	○	B+	
11. Bookstore				●	○	B-	

☒ Over-all SC Rating
 ☐ Southwestern Department Rating
 ☐ SDSU Department Rating

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EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	13	45%
Employed Part Time	11	38%
Not Employed	1	3%
Housewife	0	0
Armed Forces	2	7%
Other	2	7%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	4	0	4	15%
Related to the Training Received	7	5	12	46%
Unrelated to the Training Received	4	6	10	38%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

College or University	Number Attending
San Diego City College	1
LaVerne Residence College	1

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August 1973

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DEPARTMENT Foreign Language PROGRAM Spanish

Number of Graduates 5 Number Responding 5 Per cent Responding 100%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	4	80%
Attending School Part Time	1	20%
Not Attending Now But Plan to Continue	0	0
Not Attending and Not Planning To Continue	0	0
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	4	80%	Southwestern	0	0	Other	1	20%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	SDSU
1. Over-all Rating of the College						C+	B
2. Quality of Instruction (General)						B	B
3. Quality of Instruction (Your Major)						A-	A-
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)						A-	A-
5. Quality of Instructional Materials, Texts, References (Your Major)						B+	A-
6. Quality of Counseling and Guidance as They Apply to You						B	C
7. Your Evaluation of the College's Grading Policy						B-	B+
8. Your Evaluation of the College's Registration Procedures						B	B-
9. Food Services (Cafeteria, Vending)						C	
10. Library						B+	
11. Bookstore						B	

Over-all SC Rating Southwestern Department Rating SDSU Department Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	1	33%
Employed Part Time	2	66%
Not Employed	0	0
Housewife	0	0
Armed Forces	0	0
Other	0	0

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	0	1	1	33%
Related to the Training Received	1	0	1	33%
Unrelated to the Training Received	0	1	1	33%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

<u>College or University</u>	<u>Number Attending</u>
California State University-Northridge	1

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August 1973

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DEPARTMENT Human Services PROGRAM Pre-Law Correctional Science
Number of Graduates 12 Number Responding 7 Per cent Responding 58%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	4	57%
Attending School Part Time	2	29%
Not Attending Now But Plan to Continue	1	14%
Not Attending and Not Planning To Continue	0	0
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	4	67%	Southwestern	0	0	Other	2	33%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	SDSU
1. Over-all Rating of the College						B+	A-
2. Quality of Instruction (General)						B-	B+
3. Quality of Instruction (Your Major)						B	B+
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)						B	B
5. Quality of Instructional Materials, Texts, References (Your Major)						B-	B+
6. Quality of Counseling and Guidance as They Apply to You						D+	C
7. Your Evaluation of the College's Grading Policy						B-	C
8. Your Evaluation of the College's Registration Procedures						B+	C+
9. Food Services (Cafeteria, Vending)						B-	
10. Library						B	
11. Bookstore						B+	

☐ Over-all SC Rating
 ☐ Southwestern Program Rating
 ☐ SDSU Program Rating

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EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	2	29%
Employed Part Time	2	29%
Not Employed	2	29%
Housewife	0	0
Armed Forces	0	0
Other	1	14%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	1	0	1	25%
Related to the Training Received	0	0	0	0
Unrelated to the Training Received	1	2	3	75%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

College or UniversityNumber Attending

Western State University College of Law

2

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August 1973

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DEPARTMENT Human Services PROGRAM Pre-Elementary Education
Number of Graduates 6 Number Responding 4 Per cent Responding 67%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	4	100%
Attending School Part Time	0	0
Not Attending Now But Plan to Continue	0	0
Not Attending and Not Planning To Continue	0	0
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	4	100%	Southwestern	0	0	Other	0	0

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low			High	SC	SDSU
1. Over-all Rating of the College				● ○	A	B
2. Quality of Instruction (General)				● ○	B	B+
3. Quality of Instruction (Your Major)				● ○	B	A
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)				● ○	B+	B
5. Quality of Instructional Materials, Texts, References (Your Major)				● ○	B	A-
6. Quality of Counseling and Guidance as They Apply to You			●	○	B-	C+
7. Your Evaluation of the College's Grading Policy				○	B-	B-
8. Your Evaluation of the College's Registration Procedures				○	B	C
9. Food Services (Cafeteria, Vending)				○	C+	
10. Library				● ○	A-	
11. Bookstore				○	B+	

● Over-all SC Rating ○ Southwestern Program Rating ○ SDSU Program Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	0	0
Employed Part Time	3	75%
Not Employed	0	0
Housewife	0	0
Armed Forces	0	0
Other	1	25%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	0	0	0	0
Related to the Training Received	0	0	0	0
Unrelated to the Training Received	0	3	3	100%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

TRANSFER FOLLOW-UP REPORT
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DEPARTMENT Human Services PROGRAM Recreation

Number of Graduates 10 Number Responding 5 Per cent Responding 50%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	5	100%
Attending School Part Time	0	0
Not Attending Now But Plan to Continue	0	0
Not Attending and Not Planning To Continue	0	0
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	3	60%	Southwestern	1	20%	Other	1	20%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	SDSU
1. Over-all Rating of the College						A-	B+
2. Quality of Instruction (General)						B	C+
3. Quality of Instruction (Your Major)						B	A
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)						R	C
5. Quality of Instructional Materials, Texts, References (Your Major)						B	B+
6. Quality of Counseling and Guidance as They Apply to You						B-	C-
7. Your Evaluation of the College's Grading Policy						B-	A
8. Your Evaluation of the College's Registration Procedures						B	D
9. Food Services (Cafeteria, Vending)						D	
10. Library						B+	
11. Bookstore						B-	

☒ Over-all SC Rating
 ☐ Southwestern Program Rating
 ☐ SDSU Program Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	1	20%
Employed Part Time	3	60%
Not Employed	0	0
Housewife	0	0
Armed Forces	0	0
Other	1	20%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	1	0	1	25%
Related to the Training Received	1	0	1	25%
Unrelated to the Training Received	0	2	2	50%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

<u>College or University</u>	<u>Number Attending</u>
Grossmont College	1

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August 1973

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DEPARTMENT Human Services PROGRAM Social Welfare

Number of Graduates 7 Number Responding 4 Per cent Responding 57%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	1	25%
Attending School Part Time	1	25%
Not Attending Now, But Plan to Continue	2	50%
Not Attending and Not Planning To Continue	0	0
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	2	100%	Southwestern	0	0	Other	0	0

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	SDSU
1. Over-all Rating of the College			○	●		C-	--
2. Quality of Instruction (General)				○	●	C+	--
3. Quality of Instruction (Your Major)				●	○	B+	--
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)				●	○	A	--
5. Quality of Instructional Materials, Texts, References (Your Major)				●		B-	--
6. Quality of Counseling and Guidance as They Apply to You			○	○		B-	--
7. Your Evaluation of the College's Grading Policy			○	●		D+	--
8. Your Evaluation of the College's Registration Procedures			○	●		D+	--
9. Food Services (Cafeteria, Vending)			○	○		D+	--
10. Library				●	○	B+	--
11. Bookstore				●	○	B-	--

○ Over-all SC Rating ○ Southwestern Program Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	2	67%
Employed Part Time	1	33%
Not Employed	0	0
Housewife	0	0
Armed Forces	0	0
Other	0	0

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

	Full-Time	Part-Time	Total	Per cent
Employed in an Occupation: For Which They Were Trained	0	0	0	0
Related to the Training Received	2	0	2	67%
Unrelated to the Training Received	0	1	1	37%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August 1973

DEPARTMENT Human Services PROGRAM All

Number of Graduates 37 Number Responding 21 Per cent Responding 57%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	15	71%
Attending School Part Time	3	14%
Not Attending Now But Plan to Continue	3	14%
Not Attending and Not Planning To Continue	0	0
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	14	78%	Southwestern	1	6%	Other	3	17%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	SDSU
1. Over-all Rating of the College						B	B+
2. Quality of Instruction (General)						B-	B
3. Quality of Instruction (Your Major)						B	A-
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)						B	B
5. Quality of Instructional Materials, Texts, References (Your Major)						B-	B
6. Quality of Counseling and Guidance as They Apply to You						C	C
7. Your Evaluation of the College's Grading Policy						C	B-
8. Your Evaluation of the College's Registration Procedures						B	B
9. Food Services (Cafeteria, Vending)						C	
10. Library						B	
11. Bookstore						B	

Over-all SC Rating
 Southwestern Department Rating
 SDSU Department Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	5	25%
Employed Part Time	10	50%
Not Employed	2	10%
Housewife	0	0
Armed Forces	0	0
Other	3	15%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	2	0	5	28%
Related to the Training Received	3	0	3	17%
Unrelated to the Training Received	1	9	10	56%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

College or UniversityNumber Attending

Grossmont College

1

Western State University, College of Law

2

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Students Graduating in January, June and August 1973 BEST COPY AVAILABLE

DEPARTMENT Life Science PROGRAM Biology

Number of Graduates 16 Number Responding 13 Per cent Responding 81%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	5	38%
Attending School Part Time	4	31%
Not Attending Now But Plan to Continue	2	15%
Not Attending and Not Planning To Continue	1	8%
Other	1	8%

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	5	56%	Southwestern	3	33%	Other	1	11%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	SDSU
1. Over-all Rating of the College						B+	B+
2. Quality of Instruction (General)						B	A
3. Quality of Instruction (Your Major)						B	A
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)						B+	A-
5. Quality of Instructional Materials, Texts, References (Your Major)						B	A-
6. Quality of Counseling and Guidance as They Apply to You						C-	C
7. Your Evaluation of the College's Grading Policy						C+	B-
8. Your Evaluation of the College's Registration Procedures						B	C
9. Food Services (Cafeteria, Vending)						C+	
10. Library						B	
11. Bookstore						B	

Over-all SC Rating
 Southwestern Program Rating
 SDSU Program Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	5	42%
Employed Part Time	5	42%
Not Employed	1	8%
Housewife	0	0
Armed Forces	1	8%
Other	0	0

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	0	0	0	0
Related to the Training Received	1	1	2	18%
Unrelated to the Training Received	5	4	9	82%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

College or UniversityNumber Attending

University of California-San Diego

1

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DEPARTMENT Life Science PROGRAM All

Number of Graduates 23 Number Responding 16 Per cent Responding 70%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	7	41%
Attending School Part Time	4	24%
Not Attending Now But Plan to Continue	4	24%
Not Attending and Not Planning To Continue	1	6%
Other	1	6%

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	7	64%	Southwestern	3	27%	Other	1	9%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low			High	SC	SDSU
1. Over-all Rating of the College					B+	B
2. Quality of Instruction (General)					B	B+
3. Quality of Instruction (Your Major)					B	A-
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)					B	A-
5. Quality of Instructional Materials, Texts, References (Your Major)					B	B+
6. Quality of Counseling and Guidance as They Apply to You					C-	C
7. Your Evaluation of the College's Grading Policy					C	C
8. Your Evaluation of the College's Registration Procedures					B-	C
9. Food Services (Cafeteria, Vending)					B-	
10. Library					B	
11. Bookstore					B-	

☐ Over-all SC Rating
 ☐ Southwestern Department Rating
 ☐ SDSU Department Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	7	44%
Employed Part Time	7	44%
Not Employed	1	6%
Housewife	0	0
Armed Forces	1	6%
Other	0	0

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	0	0	0	0
Related to the Training Received	1	2	3	20%
Unrelated to the Training Received	7	5	12	80%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

College or UniversityNumber Attending

University of California-San Diego

1

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DEPARTMENT Math PROGRAM Math

Number of Graduates 7 Number Responding 5 Per cent Responding 71%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	<u>1</u>	<u>20%</u>
Attending School Part Time	<u>0</u>	<u>0</u>
Not Attending Now But Plan to Continue	<u>2</u>	<u>40%</u>
Not Attending and Not Planning To Continue	<u>2</u>	<u>40%</u>
Other	<u>0</u>	<u>0</u>

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	<u>1</u>	<u>100%</u>	Southwestern	<u>0</u>	<u>0</u>	Other	<u>0</u>	<u>0</u>

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	SDSU
1. Over-all Rating of the College						B	--
2. Quality of Instruction (General)						B	--
3. Quality of Instruction (Your Major)						A	--
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)						A	--
5. Quality of Instructional Materials, Texts, References (Your Major)						A	--
6. Quality of Counseling and Guidance as They Apply to You						C-	--
7. Your Evaluation of the College's Grading Policy						B	--
8. Your Evaluation of the College's Registration Procedures						B-	--
9. Food Services (Cafeteria, Vending)						B-	--
10. Library						B+	--
11. Bookstore						B	--

☐ Over-all SC Rating
 ☐ Southwestern Department Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	3	60%
Employed Part Time	1	20%
Not Employed	0	0
Housewife	0	0
Armed Forces	1	20%
Other	0	0

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	1	0	1	20%
Related to the Training Received	1	1	2	40%
Unrelated to the Training Received	2	0	2	40%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

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DEPARTMENT Physical Science PROGRAM Chemistry

Number of Graduates 6 Number Responding 4 Per cent Responding 67%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	<u>1</u>	<u>25%</u>
Attending School Part Time	<u>2</u>	<u>50%</u>
Not Attending Now But Plan to Continue	<u>1</u>	<u>25%</u>
Not Attending and Not Planning To Continue	<u>0</u>	<u>0</u>
Other	<u>0</u>	<u>0</u>

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	<u>2</u>	<u>67%</u>	Southwestern	<u>1</u>	<u>33%</u>	Other	<u>0</u>	<u>0</u>

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low			High	SC	SDSU
1. Over-all Rating of the College					B-	---
2. Quality of Instruction (General)					A	--
3. Quality of Instruction (Your Major)					A	--
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)					A	---
5. Quality of Instructional Materials, Texts, References (Your Major)					A	---
6. Quality of Counseling and Guidance as They Apply to You					A-	--
7. Your Evaluation of the College's Grading Policy					B-	---
8. Your Evaluation of the College's Registration Procedures					C	---
9. Food Services (Cafeteria, Vending)					C-	---
10. Library					B	--
11. Bookstore					B-	---

Over-all SC Rating

Southwestern Program Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	1	25%
Employed Part Time	2	50%
Not Employed	0	0
Houswife	0	0
Armed Forces	0	0
Other	1	25%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	0	0	0	0
Related to the Training Received	0	1	1	33%
Unrelated to the Training Received	1	1	2	67%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August 1973

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DEPARTMENT Physical Science PROGRAM Engineering

Number of Graduates 13 Number Responding 9 Per cent Responding 69%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	5	63%
Attending School Part Time	3	28%
Not Attending Now But Plan to Continue	0	0
Not Attending and Not Planning To Continue	0	0
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	6	75%	Southwestern	2	25%	Other	0	0

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	SDSU
1. Over-all Rating of the College					●●	B-	B
2. Quality of Instruction (General)					●●	B-	B+
3. Quality of Instruction (Your Major)					●●	C+	B+
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)					●●	B-	B
5. Quality of Instructional Materials, Texts, References (Your Major)					●●	C+	B
6. Quality of Counseling and Guidance as They Apply to You					●●	C	C
7. Your Evaluation of the College's Grading Policy					●●	B	B-
8. Your Evaluation of the College's Registration Procedures					●●	B	D+
9. Food Services (Cafeteria, Vending)					●●	B-	
10. Library					●●	A-	
11. Bookstore					●●	C+	

☒ Over-all SC Rating
 ☐ Southwestern Program Rating
 ☐ SDSU Program Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	3	38%
Employed Part Time	4	50%
Not Employed	0	0
Housewife	0	0
Armed Forces	1	13%
Other	0	0

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	0	0	0	0
Related to the Training Received	3	1	4	50%
Unrelated to the Training Received	1	3	4	50%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

TRANSFER FOLLOW-UP REPORT
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DEPARTMENT Physical Science PROGRAM All

Number of Graduates 23 Number Responding 15 Per cent Responding 65%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	7	54%
Attending School Part Time	5	39%
Not Attending Now But Plan to Continue	1	8%
Not Attending and Not Planning To Continue	0	0
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	8	67%	Southwestern	3	25%	Other	1	8%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low			High	SC	SDSU
1. Over-all Rating of the College					B	B+
2. Quality of Instruction (General)					B	B
3. Quality of Instruction (Your Major)					B	A-
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)					B	B+
5. Quality of Instructional Materials, Texts, References (Your Major)					B	A-
6. Quality of Counseling and Guidance as They Apply to You					B-	C+
7. Your Evaluation of the College's Grading Policy					B	B-
8. Your Evaluation of the College's Registration Procedures					B-	C
9. Food Services (Cafeteria, Vending)					C	
10. Library					B	
11. Bookstore					C+	

Over-all SC Rating
 Southwestern Department Rating
 SDSU Department Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	4	33%
Employed Part Time	6	50%
Not Employed	0	0
Housewife	0	0
Armed Forces	1	8%
Other	1	8%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	0	0	0	0
Related to the Training Received	3	2	5	46%
Unrelated to the Training Received	2	4	6	55%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

College or UniversityNumber Attending

Humboldt State

1

TRANSFER FOLLOW-UP REPORT
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DEPARTMENT Social Science PROGRAM History
Number of Graduates 15 Number Responding 6 Per cent Responding 40%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	<u>2</u>	<u>33%</u>
Attending School Part Time	<u>2</u>	<u>33%</u>
Not Attending Now But Plan to Continue	<u>1</u>	<u>17%</u>
Not Attending and Not Planning To Continue	<u>1</u>	<u>17%</u>
Other	<u>0</u>	<u>0</u>

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	<u>2</u>	<u>50%</u>	Southwestern	<u>0</u>	<u>0</u>	Other	<u>2</u>	<u>50%</u>

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	SDSU
1. Over-all Rating of the College						B	B-
2. Quality of Instruction (General)						B	B+
3. Quality of Instruction (Your Major)						B	B+
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)						B+	C
5. Quality of Instructional Materials, Texts, References (Your Major)						C+	A
6. Quality of Counseling and Guidance as They Apply to You						D+	D
7. Your Evaluation of the College's Grading Policy						B	C-
8. Your Evaluation of the College's Registration Procedures						B+	B+
9. Food Services (Cafeteria, Vending)						C	
10. Library						B	
11. Bookstore						C	

☒ Over-all SC Rating
 ☐ Southwestern Program Rating
 ☐ San Diego State Program Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	2	33%
Employed Part Time	3	50%
Not Employed	0	0
Housewife	1	17%
Armed Forces	0	0
Other	0	0

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	0	0	0	0
Related to the Training Received	0	0	0	0
Unrelated to the Training Received	2	3	5	100%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

<u>College or University</u>	<u>Number Attending</u>
Western State University College of Law	1
Residence Center Chapman College	1

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DEPARTMENT Social Science PROGRAM Political Science

Number of Graduates 6 Number Responding 5 Per cent Responding 83%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	<u>2</u>	<u>40%</u>
Attending School Part Time	<u>2</u>	<u>40%</u>
Not Attending Now But Plan to Continue	<u>1</u>	<u>20%</u>
Not Attending and Not Flanning To Continue	<u>0</u>	<u>0</u>
Other	<u>0</u>	<u>0</u>

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	<u>3</u>	<u>75%</u>	Southwestern	<u>1</u>	<u>25%</u>	Other	<u>0</u>	<u>0</u>

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	SDSU
1. Over-all Rating of the College						A-	---
2. Quality of Instruction (General)						B+	---
3. Quality of Instruction (Your Major)						A-	---
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)						B+	---
5. Quality of Instructional Materials, Texts, References (Your Major)						A	---
6. Quality of Counseling and Guidance as They Apply to You						B+	---
7. Your Evaluation of the College's Grading Policy						B+	---
8. Your Evaluation of the College's Registration Procedures						B-	---
9. Food Services (Cafeteria, Vending).						B	---
10. Library						B+	---
11. Bookstore						B	---

 Over-all SC Rating

 Southwestern Program Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	2	50%
Employed Part Time	0	0
Not Employed	1	25%
Housewife	0	0
Armed Forces	0	0
Other	1	25%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	0	0	0	0
Related to the Training Received	0	0	0	0
Unrelated to the Training Received	2	0	2	100%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

TRANSFER FOLLOW-UP REPORT
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DEPARTMENT Social Science PROGRAM Social Science

Number of Graduates 24 Number Responding 16 Per cent Responding 67%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	9	56%
Attending School Part Time	3	19%
Not Attending Now But Plan to Continue	4	25%
Not Attending and Not Planning To Continue	0	0
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	11	85%	Southwestern	0	0	Other	2	15%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low			High		SC	SDSU
1. Over-all Rating of the College				● ○		A-	B
2. Quality of Instruction (General)				● ○		B	B
3. Quality of Instruction (Your Major)				● ○		B+	B+
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)				● ○		B+	B+
5. Quality of Instructional Materials, Texts, References (Your Major)				● ○		B	B+
6. Quality of Counseling and Guidance as They Apply to You			●	○		C+	C+
7. Your Evaluation of the College's Grading Policy				● ○		B	C+
8. Your Evaluation of the College's Registration Procedures				● ○		B+	C
9. Food Services (Cafeteria, Vending)				● ○		C+	
10. Library				● ○		B	
11. Bookstore				● ○		B	

● Over-all SC Rating
 ○ Southwestern Program Rating
 ○ San Diego State Program Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	3	21%
Employed Part Time	3	21%
Not Employed	3	21%
Housewife	1	7%
Armed Forces	3	21%
Other	1	7%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

	Full-Time	Part-Time	Total	Per cent
Employed in an Occupation:				
For Which They Were Trained	0	0	0	0
Related to the Training Received	0	0	0	0
Unrelated to the Training Received	4	3	7	100%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

<u>College or University</u>	<u>Number Attending</u>
U.S.I.U.	1
University of California-San Diego	1

TRANSFER FOLLOW-UP REPORT
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DEPARTMENT Social Science PROGRAM All

Number of Graduates 45 Number Responding 27 Per cent Responding 60%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	13	48%
Attending School Part Time	7	26%
Not Attending Now But Plan to Continue	6	22%
Not Attending and Not Planning To Continue	1	4%
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	16	76%	Southwestern	1	5%	Other	4	19%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High				SC	SDSU
1. Over-all Rating of the College									A	B
2. Quality of Instruction (General)									B	B
3. Quality of Instruction (Your Major)									B+	A
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)									A-	B
5. Quality of Instructional Materials, Texts, References (Your Major)									B	A-
6. Quality of Counseling and Guidance as They Apply to You									C+	C
7. Your Evaluation of the College's Grading Policy									B	C+
8. Your Evaluation of the College's Registration Procedures									B	C
9. Food Services (Cafeteria, Vending)									C+	
10. Library									B	
11. Bookstore									B-	

☒ Over-all SC Rating
 ☐ Southwestern Department Rating
 ☐ SDSU Department Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	7	29%
Employed Part Time	3	25%
Not Employed	4	17%
Housewife	2	8%
Armed Forces	3	13%
Other	2	8%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation: For Which They Were Trained	Full-Time	Part-Time	Total	Per cent
Related to the Training Received	0	0	0	0
Unrelated to the Training Received	0	0	0	0
	8	6	14	100%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

<u>College or University</u>	<u>Number Attending</u>
Western State University College of Law	1
Residence Center Chapman College	1
U.S.I.U.	1
University of California-San Diego	1

TRANSFER FOLLOW-UP REPORT
Students Graduating in January, June and August, 1973

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DEPARTMENT Visual Art PROGRAM All

Number of Graduates 15 Number Responding 10 Per cent Responding 67%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	5	50%
Attending School Part Time	1	10%
Not Attending Now But Plan to Continue	1	10%
Not Attending and Not Planning To Continue	0	0
Other	3	30%

Location of Those Presently Attending School:

Number Per cent San Diego State 1 17%	Number Per cent Southwestern 2 33%	Number Per cent Other 3 50%
---	--	---

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low			High	SC	SDSU
1. Over-all Rating of the College					A-	A-
2. Quality of Instruction (General)					B+	--
3. Quality of Instruction (Your Major)					A	A
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)					A-	A
5. Quality of Instructional Materials, Texts, References (Your Major)					A-	B+
6. Quality of Counseling and Guidance as They Apply to You					B-	--
7. Your Evaluation of the College's Grading Policy					B+	--
8. Your Evaluation of the College's Registration Procedures					C+	C-
9. Food Services (Cafeteria, Vending)					C+	
10. Library					B+	
11. Bookstore					B-	

Over-all SC Rating
 Southwestern Department Rating
 SDSU Department Rating

EMPLOYMENT STATUS

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	Number	Per cent
Employed Full Time	5	63%
Employed Part Time	2	25%
Not Employed	0	0
Housewife	1	13%
Armed Forces	0	0
Other	0	0

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	1	0	1	15%
Related to the Training Received	0	0	0	0
Unrelated to the Training Received	4	2	6	86%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

<u>College or University</u>	<u>Number Attending</u>
California College of Arts and Crafts	1
California State University-Sacramento	1
Wayne State University	1

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DEPARTMENT General Major PROGRAM

Number of Graduates 27 Number Responding 16 Per cent Responding 59%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	5	39%
Attending School Part Time	4	31%
Not Attending Now But Plan to Continue	3	23%
Not Attending and Not Planning To Continue	1	8%
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	5	50%	Southwestern	2	20%	Other	3	30%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	UCSD
1. Over-all Rating of the College						B+	B
2. Quality of Instruction (General)						B+	B+
3. Quality of Instruction (Your Major)						B	B
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)						B+	B
5. Quality of Instructional Materials, Texts, References (Your Major)						B	B
6. Quality of Counseling and Guidance as They Apply to You						C-	C
7. Your Evaluation of the College's Grading Policy						C+	C+
8. Your Evaluation of the College's Registration Procedures						C	C
9. Food Services (Cafeteria, Vending)						B-	
10. Library						A-	
11. Bookstore						B-	

Over-all SC Rating
 Southwestern Department Rating
 SDSU Department Rating

General Major

EMPLOYMENT STATUS

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	Number	Per cent
Employed Full Time	6	28%
Employed Part Time	1	6%
Not Employed	4	25%
Houswife	1	6%
Armed Forces	4	25%
Other	0	0

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	1	0	1	11%
Related to the Training Received	1	0	1	11%
Unrelated to the Training Received	6	1	7	78%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

College or University

Number Attending

I.C.S.
University of California-San Diego
C.R.E.F. United Growth Co. School

1
1
1

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DEPARTMENT Other Four Year Program PROGRAM

Number of Graduates 35 Number Responding 20 Per cent Responding 57%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	14	70%
Attending School Part Time	2	10%
Not Attending Now But Plan to Continue	4	20%
Not Attending and Not Planning To Continue	0	0
Other	0	0

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	10	63%	Southwestern	1	6%	Other	5	31%

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low				High	SC	SDSU
1. Over-all Rating of the College						B+	A-
2. Quality of Instruction (General)						B	A-
3. Quality of Instruction (Your Major)						B-	A-
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)						B	B
5. Quality of Instructional Materials, Texts, References (Your Major)						B-	B+
6. Quality of Counseling and Guidance as They Apply to You						C	C
7. Your Evaluation of the College's Grading Policy						B	B
8. Your Evaluation of the College's Registration Procedures						B-	C
9. Food Services (Cafeteria, Vending)						C	
10. Library						B	
11. Bookstore						B	

Over-all, SC Rating
 Southwestern Department Rating
 SDSU Department Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	4	26%
Employed Part Time	6	35%
Not Employed	5	29%
Housewife	1	6%
Armed Forces	0	0
Other	1	6%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	0	0	0	0
Related to the Training Received	1	1	2	22%
Unrelated to the Training Received	3	4	7	78%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

<u>College or University</u>	<u>Number Attending</u>
University of Nevada at Las Vegas	1
Arizona State	1
Northend Arizona University	1
National University	1
Northwestern University	1

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DEPARTMENT Undecided Four Year Program PROGRAM

Number of Graduates 30 Number Responding 13 Per cent Responding 43%

EDUCATIONAL STATUS OF THOSE RESPONDING (MARCH-MAY 1974)

	Number	Per cent
Attending School Full Time	<u>10</u>	<u>77%</u>
Attending School Part Time	<u>2</u>	<u>15%</u>
Not Attending Now But Plan to Continue	<u>1</u>	<u>8%</u>
Not Attending and Not Planning To Continue	<u>0</u>	<u>0</u>
Other	<u>0</u>	<u>0</u>

Location of Those Presently Attending School:

	Number	Per cent		Number	Per cent		Number	Per cent
San Diego State	<u>6</u>	<u>60%</u>	Southwestern	<u>4</u>	<u>40%</u>	Other	<u>0</u>	<u>0</u>

COLLEGE, DEPARTMENT AND PROGRAM EVALUATION

	Low			High	SC	SDSU
1. Over-all Rating of the College					B-	C+
2. Quality of Instruction (General)					B	B+
3. Quality of Instruction (Your Major)					B	A-
4. Quality of Instructional Facilities, Classrooms, Labs (Your Major)					B+	B+
5. Quality of Instructional Materials, Texts, References (Your Major)					B	A-
6. Quality of Counseling and Guidance as They Apply to You					C	C
7. Your Evaluation of the College's Grading Policy					B-	B
8. Your Evaluation of the College's Registration Procedures					C+	C-
9. Food Services (Cafeteria, Vending)					C	
10. Library					B	
11. Bookstore					B-	

Over-all SC Rating
 Southwestern Department Rating
 SDSU Department Rating

EMPLOYMENT STATUS

	Number	Per cent
Employed Full Time	4	33%
Employed Part Time	4	33%
Not Employed	1	8%
Housewife	1	8%
Armed Forces	0	0
Other	2	17%

EMPLOYMENT STATUS RELATED TO TRAINING RECEIVED AT SOUTHWESTERN

Employed in an Occupation:	Full-Time	Part-Time	Total	Per cent
For Which They Were Trained	0	0	0	0
Related to the Training Received	2	1	3	43%
Unrelated to the Training Received	2	2	4	57%

OTHER COLLEGES ATTENDED BY THOSE RESPONDING

INSTRUCTION

Two-hundred-and-two (95%) of the Students Responding Commented on the Instruction They Received and/or Offered Their Suggestions for Improvement.

Positive Comments	114	(56%)
Negative Comments/Suggestions For Improvement	88	(44%)

POSITIVE COMMENTS:

1. The teachers were available. The Geography I and lab were very good.
2. The Math Department is the finest around.
3. The Geography Department (Jim Switzer) is great.
4. For a school with such a rapid growth as Southwestern, one would have to say that the time and patience that the instructors spend with each student who asks to be counseled strengthens the will of the student to try a little harder. It also gives the student confidence and trust towards the instructor who he sometimes feels has it in for him because he didn't understand either the instructor or the course.
5. Good Math, Chemistry and Physics Departments. The school is student oriented.
6. The new Learning Resource Center, the classes and instructors that are geared towards Chicano students are a strength of the college. The Chicanos are a large population of Southwestern and deserve to be recognized. The English Department is outstanding with teachers like Wright, Baird, Tatreau, Nolfi. The Spanish Department is also very good in all respects.
7. The Astronomy Department is good.
8. The strength at Southwestern as in any institution lies in those people who take the time to develop an attitude of helpfulness and pleasantness. Some of those include Giardini (evaluation), Wedberg (Biology), Lynn (Chemistry), Linder (Math), Livermore (Math), and MacQueen (Sociology).
9. There is a positive, helpful attitude toward the student, a concern for his success in his academic experience and a good preparation for the more demanding requirements and impersonal atmosphere at a 4 year college.
10. The instructors are willing to spend extra time (after class, evenings, etc.) with the students who have problems even if they're not academically oriented.
11. A small and personal college with close student/teacher contact.
12. Mr. Switzer is one of the very few who really cared about students.

INSTRUCTION

Page 2

13. Southwestern has an excellent vocational auto program.
14. The student/teacher relationship is much closer.
15. The college is small and the classes or classroom instruction is small in number in relation to other colleges or universities. This also leads to more communication among students and faculty to the extent of eliminating alienation.
16. I had some problems in my classes and I would always go see the teacher. The teachers were always willing to help a person out. They would take time out which I thought was really nice of them. (At least most of them.)
17. Southwestern College instructors seem like people who care about you learning. The staff is personable. I hope that in the future it becomes a 4 year college.
18. There is a close contact between the teachers and students which makes it very easy to clarify problems when encountered. In general, the whole structure of the faculty is excellent.
19. The greatest strength of Southwestern is the class size. I like the idea that the teachers are able to get to know you instead of just being a number as at State.
20. I feel the instructional quality is excellent. The experimental classes that were conducted in the Art section and other areas while I was there were in my opinion something which broadened my horizons of Art and I feel that the open minded attitude of the college at the time was great.
21. Campus buildings, classrooms, training aides and associated equipment are quite up-to-date and equal State particularly in Electronics.
22. Your class dropping procedure and the student/instructor relationship is great.
23. There is good quality and range of courses.
24. The instructors are good in most classes.
25. The quality of instruction is a strength of Southwestern. Granted there are a few teachers there that shouldn't be, but over-all the quality of instruction is good.
26. The instructors and facilities are good except in my field which is Sociology.

INSTRUCTION

Page 3

27. Excellent Math Department; excellent Biology Department.
28. The teachers were anxious to give help and answer questions and I could relate to most of the teachers, get help and talk to them. The Art teachers were great, also the Geography Department and Marasso in the Astronomy Department. I enjoyed the P.E. courses and facilities. The showers were hot and comfortable.
29. The instructors are very good. Help is available when you need it, tutoring and instructor assistance.
30. The college provides a good general education background at a relatively low cost. The quality of instruction as related to a 4 year institution is very good. Most of the teachers were highly responsive to student needs and willing to devote out of class time to the student.
31. You have a good History Department in relation to teachers, also the Science areas.
32. Most of the teachers were great. Those few (very few) which should seek enlightenment or self-scrutiny may reflect the failings of the critic.
33. The potential and variety of courses offered is great.
34. The availability to area students is a plus. I found educational standards to be on a par with SDSU. The fact that this education is free is also a plus.
35. I feel that Southwestern has above average facilities, especially labs and classrooms. I think they have excellent Geography instructors and Social Science Department in general.
36. The faculty, especially in the Ceramics section of the Art Department and Anthropology. All of my units taken at Southwestern transferred and in some cases, the instruction I received at Southwestern was superior to that I am now receiving.
37. Southwestern provides an excellent background for advanced studies by having high rated teachers for lower division work. Also, the programs at Southwestern are varied enough to lend help to those students undecided as to majors or vocational programs.
38. The Biology Department is good; I also like the system of individual study in typing classes.

INSTRUCTION

Page 4

39. Even though the enrollment has increased with the community, Southwestern hasn't suffered from "bigness." The physical campus, buildings, grounds, etc., were conducive to learning.
40. I think most of the instructors were very helpful, however, I do believe that some system should be devised to continue to evaluate instructors after they have gained their tenure. Dr. Watry and Mr. Neely were most refreshing. Their enthusiasm and interest was most helpful.
41. I really enjoyed Miss Frank and Mr. MacQueen.
42. It seems that the junior college instructor is more interested in teaching than in himself.
43. I think Southwestern is a very friendly school. Everyone is always willing to help. The instructors are always understanding of the students who work full time and go to school part time. I am very thankful for the opportunity to attend Southwestern.
44. At Southwestern you are a name, not a number.
45. There is good laboratory instruction.
46. Your staff in the general education field is good and some instructors are outstanding. Dr. Snyder and Miss Sharon Taylor were two of the most helpful teachers I have ever had.
47. Teachers have more interest in what they are teaching than at San Diego State. The smaller classes are a definite advantage not only because the learning process is better, but also because the teachers seem more relaxed and concerned with the understanding of the student about the subject.
48. The breadth of the academic/vocational instruction that is available is good.
49. You finally have a Chicano Studies Department, also a very good Art Department.
50. You have the friendliest teachers that I have met in a long time. They will go out of their way to help you especially those in the P.E. Department. The enrollment is small and the classes relatively small. I like the fact that a student can drop a class anytime during the semester instead of only during the first few weeks.
51. The Chemistry Department is very good, also the Geography Department. There are some fine instructors in the Science Department.

INSTRUCTION

Page 5

52. In the Sciences, the instructors know the material. They have an understanding of what is expected at a four year institution and can relate to the students putting them at ease in the teaching process. The Science instructors at Southwestern are good; there should be more like them.
53. I felt a more personal contact with many of the teachers at Southwestern. This type of contact is somewhat lacking at SDSU.
54. Most of the instructors that I had in the Sciences seemed understanding and conscientious.
55. I think the academic classes were taught with extraordinary professionalism.
56. Dr. Wedberg, Mr. Hahn and Mr. Keetch are great.
57. Professors were available for counseling and informal info sessions. I had only one inept and unqualified professor and I requested transfer from his class. He was not rehired the following semester.
58. You have excellent programs for either 4 year continuing or certificate programs. I am returning to Southwestern College in Fall of 1974 for your Early Childhood program which I will combine with my A.S. degree and my RN. Your Early Childhood program, in my estimation, is far superior to San Diego State.
59. The instructors were well qualified and enjoyed their job which made the class enjoyable.
60. Good staff in the Language Department.
61. I believe the quality of instructors teaching at Southwestern is its strongest selling point for new or continuing students. 90% of the instructors are interested and concerned in the student and his or her progress. Tutorial services are another strong plus at Southwestern.
62. A strength of the college is the one-to-one basis you have. It's more personal. The Biology Department is excellent. I enjoyed my two years at Southwestern.
63. The general education I received at Southwestern was good in that it prepared me for upper division classes at San Diego State.
64. Mr. Bibbo and Mr. Gardner were especially helpful to me.
65. The Human Services Department as it was in 1971-1973 was great.

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66. There is a more objective approach to material and a higher quality of instructors not crippled by primary objectives outside instruction. They have a better attitude toward students being the reason for the schools existence.
67. Unbeknownst to a number of students, Southwestern offers a great deal of freedom. I completed 80 units there, not because I had difficulty, but in order to "shop around." Southwestern offers so much if you will take the time to enjoy the services and facilities. I received careful, considerate attention from my instructors and feel stronger than average, much stronger than average, relative to my peers from other schools.
68. Don Baird was the best instructor I've ever had. You need more like him.
69. Give "Mr. Mac" a raise and make him the head of the Sociology Department. He's a fine gentleman and an outstanding, hard working and demanding instructor.

NEGATIVE COMMENTS/SUGGESTIONS FOR IMPROVEMENT:

1. Make a more definite separation between the two year vocational and the four year prep instructional elements. Don't try to become as large as State or become a four year institution if you must expand.
2. You need more labs such as accounting labs or business labs used only by business students and supplied with all business equipment.
3. Be more selective in hiring new teachers. I personally received the poorest instruction and learned the least in the classes taught by new instructors.
4. The grading policy is too strict.
5. In the choice of materials and texts, the instructors should take into account what other schools are teaching. Upon entering the Sociology classes at San Diego State, I found that my background at Southwestern was almost useless. I had not been introduced to any of the writers and had no notion of the ideas and concepts that the instructors at State were using.
6. Evaluate instructors at more frequent intervals. Pay more attention to the evaluations of students.
7. My education would have been more relevant to me if there would have been more classes in my major offered.

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8. I attended several night classes and I believe the quality of instruction is below the school's over-all rating. I suggest tighter screening of part-time instruction. All courses should have lesson guides to insure that all instructors cover the same material and that continuity will exist when a substitute instructor is required. (Navy schools have had that system for more than 14 years.)
9. Get some of the older instructors to start treating their students like fellow human beings and adults. In one specific class I took, our maturity, intelligence and honesty were constantly being questioned even though the average age of the class was about 30. (I'm 33.)
10. The instructors should assign more reading to be done by the students. At the State College level, there seems to be a great deal more reading to be done. I wasn't as prepared as I could have been for this situation.
11. I feel there is a need for a Black Studies Program. Also, many instructors are not too sensitive to the needs of the students.
12. I feel that the instructors at Southwestern expect too much from a student in a lower division class. The grading at Southwestern in contrast to SDSU is much harsher in lower division courses. My GPA in contrast to Southwestern has jumped from 2.7 (over-all 2 years) to a 3.7 (over-all 1 year, SDSU.) The later was all in upper division classes.
13. Teach the Biology instructor how to properly evaluate student's efforts. Change procedures in the Biology program so that new material is not assigned in conjunction with reviews of monumental amounts of previously assigned substance.
14. You need better instructors for both day and evening classes and more variety in classes offered at night.
15. I would like to see more classes offered at night.
16. I felt that the educational level was low. I was in advanced classes in high school and when I attended Southwestern, most classes were made simple for the students though I understand that most students aren't advanced.
17. I feel a wider variety of classes offered would be a great improvement. The classes already offered are good but a greater variety of classes that students are interested in would be helpful.
18. Colleges should change people and without more radical instructors, it never will. Students at Southwestern need to be more challenged. They are treated like children and not made to act like adults.

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19. The quality of instruction in my major was average. I was quite unprepared for what State courses expected. Perhaps an evaluation of the prerequisites offered at Southwestern should be done and the quality of instruction more emphasized.
20. Provide more than one instructor in the Engineering Department.
21. Conduct more "field exercise" classes in the Science Department.
22. Make facilities easier to use for students such as longer library hours, better use of existing equipment, calculators, keypunch, etc. Keypunch training overlaps programming class on Saturday. This created a problem for programming class since alot of those people only had this day free. I suggest rescheduling programming class so conflict doesn't exist.
23. You need more classes in Recreation, newer teachers with newer ideas.
24. Institute a program for instructors on a standardized testing and grading policy.
25. I feel an improvement would be to make class numbers (History 4A and 4B and English 1A for example) coincide with class numbers at State. This would enable students who plan to continue their education to use the SDSU catalog when planning lower division classes for transfer to State for credit.
26. Recognize and do something besides read the critiques on certain instructors who are not doing justice to their students or profession. I refer to the few who realize they are tenured in their twilight years and choose to go through the motions.
27. Evaluate department heads once a year and survey their students. Many of them that I came in contact with could not relate subject matter to students and did not care.
28. I would like to see an AA degree program established in the Art field. The Art Department (Art, Drama, Music, etc.) should not be isolated from the rest of the school.
29. Have more orientation in departments for students going into specific department majors. An example would be to have students going into Geography getting together.
30. Remove your part-time teachers in the Electronics area and hire one good full-time teacher to teach at night.

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31. The grading system needs to be evaluated. The option of "dropping" a class so late in the semester is wasteful in both time and money. Perhaps a date closer to the half-way point would be of great benefit to the student and save time and money as far as the school is concerned.
32. Dismiss teachers who have nothing more to offer because of their age generally. Keep classes small and have the college more oriented toward academic studies rather than vocational studies.
33. The majority of classes I've attended experienced a 50% to 75% drop rate. Perhaps the prerequisite criteria for many classes should be examined to screen out unqualified students. These students could be channeled to preparatory classes to enhance their chances of completing subjects.
34. You need more para-professional programs. Also, increase the number of students who can make the Nursing program.
35. There should be more academic discipline for people who plan to attend a 4 year college.
36. There is weakness in the Psychology 40 class relevant to the teaching/testing design for students who wish to go on to a Psychology major.
37. Tighten up grading; require more term papers; require objective (essay) type exams when possible; require more use of the library.
38. Add more Industrial Arts classes.
39. You should offer more courses with field placement. This could prevent the traumatic switching of major at the university level when it is often too late to do anything about it. Another aide would be to bring in more guest speakers in classes to help clarify some points.
40. Get more competent teachers. Some have reached their prime since five years now.
41. Move some classes from San Diego State to Southwestern by satellite. Get more upper division classes at Southwestern.
42. Grading in several classes is old and needs changing. Offer a second chance policy. If a student returns after an absence of several years, (service or other) he should be able to erase his old grades if he did poorly at first but is doing well now.

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43. Get more classes to be offered in History or Social Science areas.
44. The teachers and grading system belong back in Victorian times.
45. I favor more week-end college type activities such as Saturday classes and field trips such as would be very favorable for majors in Geography and Social Studies majors.
46. Get rid of the lead weight on the faculty. Some instructors don't give a darn about how they relate and whether the student learns anything.
47. This seems to be a problem that all junior colleges have. Three to four times more people start a class than finish them. Consequently you need 3 to 4 times as many instructors and classrooms than is necessary for those that complete the class costing the taxpayer 50% more than is necessary.
48. Get rid of some of the instructors that are bored to death with their job.
49. Develop the language labs.
50. You need two Engineering instructors.
51. There should be better scheduling of the P.E. classes. This semester too many MWF classes resulted in overcrowding and lack of enough large lockers for women. With a foretold energy crisis before this semester, there should have been more twice-a-week classes.
52. Add more courses in the Sociology major.
53. Require all classes emphasize classroom attendance by counting 25% of the final grade be reflected in attendance. At least this amount of knowledge is gained thru in-action between students and between student and teacher. The argument that some, if not most, students can learn just as much on this system may end up closing college doors on many classes.
54. Offer a larger variety of classes.
55. You need more opportunities to work in fields dealing with social and psychological problems; practical application of taught skills.
56. Make the add/drop system more like it is in the real world. Instruction should be more rigorous in the Chemistry Department.

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57. Offer more classes of specific courses because of time conflicts with other classes.
58. The quality of the laboratory equipment must be brought up to the level of the education offered at Southwestern.
59. Some of the faculty should have more enthusiasm in teaching.
60. Offer more automotive classes in the evening.
61. Improve the grossly inadequate faculty.
62. I found the quality of teaching not that great. The teachers I had seemed to either allow little or no class participation or were the opposite. They did no teaching and more or less let the class take over.
63. Find texts and materials for courses that are up-to-date especially in the Business Department.
64. Essay type tests for History and Political Science would have helped me before going to State. Multiple guess type questions did not benefit me. It helped the instructor since he had many tests to grade.
65. Include more subject matter and different majors.
66. Knock off some of the "extra" activities in class (planning parties, etc.) and teach the course.
67. One of the hangups is the seniority system where an instructor refuses to change with student needs. I think Southwestern should take more note of the evaluations of instructors by students.
68. Allowing students to withdraw from classes at the end of the semester or take a "no credit" if they don't like their grade doesn't help the student when he goes to a school like State where two weeks after classes begin no drops or "no credit" are allowed.
69. Southwestern would be improved by expanding the fields of research such as labs by the Sciences and Arts. It's too much "that's the way it is" and not enough "here's how it got that way."
70. Improve the grading procedures. They are a total waste to the individual. You can be the first to give an individual a chance to learn, not cram.
71. You need a more rigid grading policy. Quit giving away grades. Standardize teacher material in some classes. Teachers should be retained on a yearly evaluation only - not tenure. Some tend to get sloppy in their work.

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INSTRUCTION.

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72. Take a poll asking if students liked or disliked the method Biology is being taught. Realizing the enormous number of students taking Biology, but this impersonal audio-tutorial method I feel, is not the answer. I sincerely hope that other subjects are not being planned to be presented in this fashion.
73. Revise the American Civilization 17A and 17B. More class participation should be encouraged instead of straight lectures, perhaps field trips too.
74. Offer 7:00 a.m. classes for those that have to work afternoons.
75. Switch from GPA to a pass/fail system so that those who are "C" and "D" students won't be left with a complex of not being so smart in comparison to the "A" and "B" students. If it can work in high school, it can work in college.
76. Upgrade the Engineering Department.
77. Don't make the add/drop policy so simple. There should be a deadline of a month or 6 weeks after school starts. It may make for more serious dedication by students. Improve the History Department. Henderson is the only one I would keep on there.
78. In some cases, I could not help but get the feeling that some of the more established instructors were just going through the paces.

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COUNSELING

Forty-eight (23%) of the Students Responding Commented on the Counseling Center or the Services Offered by the Center:

Positive Comments	19 (40%)
Negative Comments/Suggestions for Improvement	29 (60%)

POSITIVE COMMENTS:

1. The counselors were helpful and easily accessible.
2. My counselor was Dr. Olson. It was only with the help I received through his excellent counseling and services rendered I was able to graduate in June of 1973. He helped me so very much.
3. The counselors care and help you out more than the counselors here at U.C.S.D.
4. Counseling was very helpful to me both in academic and personal areas. The assistance really helped me. Scheduling my classes ahead of time with the counselors was really very helpful and aided me in understanding what educational requirements I needed.
5. The counseling was great, especially for veterans.
6. I felt that the counseling and guidance services were more than helpful for me during my school years.
7. The counseling services are fantastic, especially Mr. Burton. He was a great help to me.
8. The quality and availability of counseling and guidance is one of your strongest assets.
9. I will give Roger Bailey alot of credit.
10. Leo Nichols was the only counselor who could tell me actually what I needed and how to get it.
11. Had it not been for Dr. Olson, I could not have completed my graduate requirements.

NEGATIVE COMMENTS/SUGGESTIONS FOR IMPROVEMENT:

1. I never did care for the counseling at Southwestern though I am reluctant to summarily condemn the services there. I just never had any use for them.

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2. The counseling center needs improvement as far as being an informative aide to the student. Students should be made aware of all of the good and bad points of transferring to a four year institution. The student should also be impressed as to the importance of the general education requirements.
3. Some influence should be displayed over counselors who give students bad advice, urging them to take classes they don't want or need in order to keep classes open.
4. There should be better counseling facilities for minorities.
5. Counselors should stay up-to-date on what is going on in the four year institutions. I knew about the "Ryan Bill" before my counselor did. He said "Don't worry about it." It put me 12 lower division units behind.
6. Recognize and implement emphasis on counseling/guidance of older students, the real minority.
7. There was very little information available to me on Dental Hygiene. None of the counselors I talked to knew anything so I entered this school very unprepared as far as what I should have had in my background.
8. There should be better counseling for the Geography majors emphasizing courses in other fields that would be helpful in broadening insight on man/land relationships.
9. The counselors could be better and more generally interested.
10. There could be more emphasis in counseling and guidance; more availability of counselors.
11. The counselors need to update their information for transfer students.
12. The counselors should inform all incoming students of the practical as well as the educational value of the course they pursue.
13. Have a better and more efficient counseling staff that can help students set realistic goals for themselves.
14. The counselors should be more informed of 4 year colleges and be able to read the catalogs correctly. In my case, I was told I could not get a degree from SDSU in my major, however, that was erroneous. Meanwhile, I sent an application and fee to another four year college that was suggested by the counselor. I am now attending SDSU and will receive the degree I originally wanted.
15. Counselors seem indifferent in relation to career guidance.

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16. I was misinformed by the counselors at Southwestern and it caused me to end up with 19 excess units which I can not apply to my major. Bringing the counselors up-to-date would help alot.
17. Make counselors more qualified and more available.
18. More intense counseling is needed for aid in making out your program for the two years you are there. I had the orientation but had no credit because I hadn't turned in the application and program, (probably more my fault.) I wasn't super motivated about school or what I wanted out of it.
19. The counselors should stress the importance of reading the catalog and picking the right classes if the student is planning to transfer to another college.
20. The counselors should get it together. I went to three different counselors and got three different answers.
21. I had trouble getting information from counselors. They gave the impression of non-interest and that they didn't have enough time for students.
22. Improve the counseling service for transfer to other colleges so the student doesn't have to make up undergraduate courses when he goes to a 4 year college.
23. Counseling is poor. Over-all advice from them is incorrect and of low grade. Students all went to the evaluator. She could tell you what you needed for what school. If counselors tried, they could learn how also.
24. Get rid of the counseling staff and get some people that care.

STUDENT ACTIVITIES AND SERVICES

Ninety-nine (47%) of the Students Responding Commented on Student Activities and Services and/or Offered Their Suggestions For Improvement.

Six Students (6%) of Those Responding Commented on Co-Curricular Activities:

Positive Comments	2 (34%)
Negative Comments/Suggestions for Improvement	4 (66%)

POSITIVE COMMENTS:

1. You have a good athletic program; possibly you could allow more money for baseball.
2. Your social activities are good for student morale and physical building. The intercollegiate athletics are good for young men and women just starting in an athletic event.

NEGATIVE COMMENTS/SUGGESTIONS FOR IMPROVEMENT:

1. More money should be allotted for womens' athletics.
2. Improve the women's athletic program.
3. There should be more intercollegiate athletics for women on an equal basis with the men.
4. Give the Golf Team a bigger budget. Seven people in a station wagon (instead of a bus) and only two golf balls per match is far below most other college budgets.

Fourteen Students (14%) of Those Responding Commented on Extra-Curricular Activities:

Positive Comments	1 (7%)
Negative Comments/Suggestions for Improvement	13 (93%)

POSITIVE COMMENTS:

1. The student discount coupons "2 for 1" were a great idea. My wife and I still patronize most of the businesses that we were introduced to through that program.

NEGATIVE COMMENTS/SUGGESTIONS FOR IMPROVEMENT:

1. You need more intramural activities plus you need to get more students interested in the intramural program. There should be an intramural activity for each varsity athletic event during the year. For instance, there should be intramural football during football season, intramural basketball during basketball season, etc.

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2. You need a better and more open intramural program.
3. There seems to be a lack of funds for continuance of extra-curricular activities. I find that the need to provide sponsorship for extra-curricular activities should be stressed for vocational development programs.
4. Student Government does alot of work and holds many meetings but doesn't get much accomplished, quite like our National Government. I was on the Admissions and Guidance Committee. We met through an entire semester and never did anything. It was a disappointing experience.
5. I would not allow ADCOP students to hold office. I feel they have an advantage of age and experience and young people right out of high school can't compete against them. Most of those men are over 30 and don't need the experience of Student Government and because of their antiquated ideas are moving Southwestern back instead of forward. It is a community college and there are people of all ages in the community but our community is not enlisted sailors and their views. Rather than making it completely off limits, a quota could be established. This problem was voiced many times to me by many students at Southwestern.
6. The Student Service Center is not being used to the fullest extent possible. The center is mostly a social hall for other groups that already have their own office.
7. As a member and past president of the Honor Society, I did not feel that the college took an active role in supporting the Society or its' goals. The only member of the administration that took an interest in the Society was Mr. Madden, our sponsor.
8. Racial related clubs should be deleted and their energies turned to student activities to benefit the school and other students. This type of club produces nothing but racism and fights over who's going to receive what room and it seems there are other things that need more attention than stupid things such as club rooms. Schools aren't designed to be social gatherings to discuss recipes.
9. Club activities are almost "zero" and a campus life is non-existant.
10. Student activities are dormant or non-existant. A club, to my knowledge and experience, exists at Southwestern only by name. Activities by the clubs are either badly organized or just not organized at all.
11. One suggestion I have is to have an in-service program for future teachers. Also, a club with an informative advisor would be beneficial.

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12. The student body didn't have much enthusiasm and I felt a general sense of apathy. Maybe more interesting activities are needed.
 13. Make every student join the ASO as an entrance requirement.
-

Thirty-nine (39%) of the Students Responding Commented on Services:

Positive Comments	9 (23%)
Negative Comments/Suggestions for Improvement	30 (77%)

POSITIVE COMMENTS:

1. The Placement Service helped me find a job and though many jobs offered are ridiculously low in pay, it is a very important function to students. The tutors have a very important part in assisting students and their services are indispensable.
 2. You have a very good Financial Aid Program.
 3. You have an excellent Child Care Center. It should get more financial help from the college.
 4. The Child Care Center is great.
 5. The Tutoring Service is a big advantage to students who have problems in a course.
 6. The student aides in the Math Department are very helpful. I would like to see other departments do the same.
 7. The student services Book Loan Program was one of the best services to the low income family or student.
 8. I feel that Southwestern offers alot of services to its' students but fails to bring them to their attention.
 9. You have a very good theatre.
-

NEGATIVE COMMENTS/SUGGESTIONS FOR IMPROVEMENT:

1. Not enough people knew about the Health Services. At present I know of a person who needed this service and almost gave up trying to find it. When she did find the Health Services Center (in the middle of the day) it was closed. This is sad.

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2. It would be nice to have a better Health Services Department where students could get "free" or minimal charge medical care.
3. I see that Health Services is listed as a service. Last summer I had occasion to need help (cut finger badly at school) and had a difficult time even finding a bandage. No one knew that a Health Services existed, if it did at that time. I felt that was one of the weakest points about school. If it did exist, why doesn't anyone know about it?
4. I never knew there were Health Services.
5. As far as student government and student campus employment goes, I found both to be very biased. Allocations of funds were not at all equal and in many ways unfair. There was too much allotted to one group and too little to another group deemed "not as important." Employment is chosen by Mexicans for Mexicans. Whites are at a disadvantage at the school because they don't tan as much. From experience of both sides, I have found an inconsistency pertaining to economic background. While both types of families have the same income and opportunity, being brown according to the school, makes Mexicans needier (also as opposed to not only whites but Blacks and Philippino as well.)
6. The Placement Service is bad! Just because my parents made good money and I wasn't a Mexican or Black, they would do nothing to help me. Is that fair?
7. Put more emphasis on helping the average American student. It really seems that you have to be a minority to get a job or any help at your institution.
8. Mexican/Americans added privileges hinder others.
9. I think you should pay more attention to your Financial Aid Program as pertains to who has a chance to get help.
10. The Placement Center didn't help much.
11. Too much emphasis was placed on the Chicanos. I could not get a job in the cafeteria because Chicanos had first choice.
12. There should be true representation of the student body. Equal opportunity should be provided to all, even those not identified with minority groups.
13. The Child Care Center should extend its' services to all day.

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14. The Child Development Center that I used was run for the convenience of the college and not to the benefit of the parents using it. An example would be the fact that there was no child care available during the free hour on Tuesday and Thursday so that parents either took their children to the activities held or couldn't attend. There are few activities that are oriented to women students. This is including sports which I always felt got too much money and represented a very small minority.
15. The Child Care Center should be able to accommodate infants over the age of six weeks. They need a crib room.
16. Most of the student activities are fine. The Child Development Center needs to provide lunch and operate in an area better than the football locker room.
17. Legal counseling could be added and also counselor service could be expanded to possibly include personal, psychological and family counseling and also students might take advantage of an educational hypnotist if there were one on campus. It could be added either to the counseling set-up or to tutorial services. I think that it would be a new innovation and would help many students realize and utilize their full potential. If this type of program should be considered, I would like to be considered for the hypnotist position.
18. I rated the services low but it was because of the way United California Bank handled my loan and not Southwestern. They treated me as if I were a slimy creature rather than a potential customer. I would definately advise the use of another bank to run the loan through.
19. There should be more and better uses for the theatre.
20. Have more things for the students to do during "off" hours.
21. Services can be improved a bit more on the food processing and meal areas. Vending machines robbed me more than once.
22. You need more coffee machines.
23. There is a need for a larger or an additional cafeteria.
24. Improve the food service.
25. Get coffee machines that don't cheat you.
26. Lower the cafeteria prices.

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27. Get a better bookstore service that is separate from the rest of the paraphanelia by leasing another location. This would make the books cheaper, better organized and more readily available.
28. Get lower prices in the bookstore. Non-profit, ha, ha.
29. Improve the bookstore's "buy-back" policy.
30. Let the students take charge of and run the bookstore.

Twenty Students (20%) of Those Responding Commented on Special Events:

Positive Comments	7 (35%)
Negative Comments/Suggested Improvements	13 (65%)

POSITIVE COMMENTS:

1. Southwestern has many good speakers, shows, etc. and there are more than enough activities and such.
2. I have attended a few of the lectures held at Southwestern and consider it a good experience. Unfortunately there were too few lectures and those that there were might have been better integrated into the learning process.
3. I especially like some of the special events offered. The speakers, movies and dances exposed me to different cultures and opinions and art forms. Quite interesting. The Art Gallery was also very good.
4. The Police Program is great and so are the guest artists, the art shows, and the theatre plays.
5. I would rate student activities and services as fair. I believe they improved within the two years that I was there. I enjoyed the many programs that occurred throughout the year in Mayan Hall.
6. I think student activities and services are adequate. I went to Southwestern for an education more so than extra-curricular activities.
7. Special Events were excellent.

NEGATIVE COMMENTS/SUGGESTIONS FOR IMPROVEMENT:

1. Better quality or better informed speakers.
2. More speakers of good repute.

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3. The quality of speakers is low.
4. Student activities should also be directed to student participation in the community. In the speakers field, bring onto campus more liberal speakers.
5. You should have more special events that take place at college hour. When I first started at Southwestern, there was usually a movie or speaker at college hour but then they seemed to disappear after a while. I know it sounds silly but alot of students had or have nothing to do during that time or even after college hour. You need more activities to keep students on campus during these hours for once you leave, you don't want to go back to afternoon classes.
6. More dances, movies, speakers - for cheap too!!
7. We need more updated movies, better speakers with better publicity.
8. I have found on campus that most of the speakers were of one and only one political persuasion.
9. There should have been more speakers.
10. Programs should be more frequent as related to guest speakers, plays and activities of a cultural nature.
11. There should be more group interest in clubs and activities instead of individual interest. There should be more activities, dances, etc.
12. As an older student, 36, I did not have the time to participate in student activities and services.
13. Since I attended evenings, I couldn't attend most of the events without cutting class. For that reason, I stopped purchasing an ASO card after my first year.

Twenty (20%) of the Students Responding Commented on Miscellaneous Subjects: .

Positive Comments	14 (70%)
Negative Comments/Suggested Improvements	6 (30%)

POSITIVE COMMENTS:

1. I feel the student activities and events are excellent.

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2. I enjoyed my years at Southwestern. I think the college is run on good, if not excellent, basis. I'm glad I attended and I recommend Southwestern to all my friends. Your Art Department is one of Southwestern's biggest assets.
3. I didn't use any of the services or school activities but I understand they were either fun or quite interesting.
4. The activities and services are very good. There is alot of student apathy but that's no ones' fault but the students. There were alot of good movies which I made extensive use of.
5. After I got into school, I found Southwestern to be a really excellent school. I have a high opinion for the school and staff.
6. Although I didn't participate, this should not reflect my feeling as to the importance of these activities. I feel all are highly important in developing the minds, bodies and associations of younger students. My participation was influenced mainly by my age, the fact that I am married and have children and will not be available for the civilian job market for several years. I would give additional college credit to those who do participate actively with a limit of 10 units as a maximum that any given student can acquire. Example: 1/2 unit per semester for attendance at 80% of club meetings, 1 unit for club/group officers, 2 units for senator and student body officer except president and you could give him 3 units per semester. There could be 1 unit for lettering (or equivalent) in sports or other co-curricular activities, 1 unit for committee chairmen, and 1/2 unit for committee members. This would encourage participation as well as discourage those who never participate.
7. I was an evening student taking six or seven units a semester so I never applied for any of the services. I enjoyed going to school at Southwestern and recommend its' facilities highly. It was a pleasure.
8. There was something for everyone.
9. Most students do not participate because they feel it is not beneficial to them as individuals. They do not take the time to find out what it means to the school.
10. I did not take advantage of any extra-curricular activities so I cannot make an educated choice.
11. I didn't really participate enough to say.
12. From observation, Southwestern is improving every year. I liked it very much and still am attending at night.

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13. Student activities and services were outstanding at the time I attended in 1972.
14. All the programs at Southwestern are very thought out and good but because my time was devoted to the classes I was involved in, I did not attend as many as I would have liked to.

NEGATIVE COMMENTS/SUGGESTED IMPROVEMENTS:

1. Someday someone is going to realize that Southwestern College is a commuter college and just not attuned to having lavish, successful programs. I think the student body is in too much of a state of flux to respond to a number of the presentations and activities. I'm trying to harp on a realistic note, not sound discouraging or bitter.
2. You should offer more extra-curricular activities for students with families.
3. I was very busy while attending Southwestern and didn't have much extra time for extra-curricular activities. Therefore, I really can't give a valid opinion. From other students around me, I felt a disinterest in the activities because of their nature many times.
4. Push for week-end college concept.
5. Make the institution a 24 hour facility to get better use of facilities. There are many people who work night jobs and odd hours who could use certain facilities at any hour such as libraries, labs and some athletic facilities.
6. I found that I had little interest in school activities. One of the reasons is they never seemed to open to students who didn't have an "in" so to speak, however, I'm not much of a joiner and one cannot judge extra-curricular activities by how successful they are by using me as an example.

REGISTRATION

Twenty-nine (14%) of the Students Responding Commented on Registration Procedures and/or Offered Their Suggestions for Improvement.

Positive Comments	14 (48%)
Negative Comments/Suggestions For Improvement	15 (52%)

POSITIVE COMMENTS:

1. The registration procedure at Southwestern is good including the practice at the beginning of each semester allowing students to "crash" courses to get the schedule the student desires.
2. The registration procedures are the easiest, most convenient around.
3. Very efficient registration procedure but not pre-registration.
4. Registration is outstanding.

NEGATIVE COMMENTS/SUGGESTED IMPROVEMENTS:

1. Registration at Southwestern is the most conglomerated mass of inefficient, illogical circus performance procedures I have ever had to experience on seven unfortunate occasions. I suggest you look into procedures at SDSU which include, the pre-registration of picking classes at registration. Also, a more complete schedule of classes should be made so that one doesn't have to worry if one is going to get the classes he wants. Registration is always a surprise to see if you have to start your schedule all over again and crash the classes you wanted in the first place. This is a waste of time and effort for everyone involved. You've got computers, use them to peak efficiency.
2. Examine registration procedures with the goal of eliminating any steps not necessary to administrative procedures. Revelle College's procedures (UCSD) might offer some helpful ideas.
3. Start a registration by mail system. Foothill and DeAnza Colleges of the Foothill Junior College District have this system at present.
4. At registration it would be helpful in planning our semester load if we could know the days and hours of all classes so as not to choose conflicting days or times and also to work around other obligations, home, family, etc. Otherwise, registration is very smoothly run. I am looking forward to returning.
5. Return to manual registration procedures.
6. At registration, give times of classes so the student can pick when he wants the class. This could end conflicting classes.

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REGISTRATION

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7. Get a decent registration procedure. The present is imbecile. Class schedules should include class meeting times so that the student can plan his schedule. Your present system is ridiculous and often debilitating to the student.
8. Reduce the confusion at registration by publication of at least some tentative class schedules.
9. Publish tentative times classes will be available rather than present haphazard system for pre-registration.
10. You need adequate staff for pre-registration at night. The "wait" was one hour for Spring 1974.
11. Improve registration. The long lines are a great disappointment. You should have continuing students send their registration through the mail or use data processing cards.
12. The major change I would make would be in the registration procedure. I liked the way San Diego State did their registration where a printed schedule was used so that you could determine what time you wanted to start or what days you wanted off.

LIBRARY

Nineteen (9%) of the Students Responding Commented on the Library Facilities and/or Offered Their Suggestions for Improvement.

Positive Comments	12 (63%)
Negative Comments/Suggestions For Improvement	7 (37%)

POSITIVE COMMENTS:

1. Without a doubt, one of Southwestern's great strengths is the library. I'm not a studious person but from not liking or understanding libraries to a love of libraries was the direct result of the staff at Southwestern's library. The library is the only experience I wouldn't trade.
2. Library facilities as well as books, research material and periodicals are excellent.
3. The library staff was most helpful.
4. The library staff is excellent and a great help to many.
5. The library is well stocked although I am not sure how varied the reading material is.

NEGATIVE COMMENTS/SUGGESTED IMPROVEMENTS:

1. The library is lacking in books and places to study.
2. I believe the library should be improved.
3. The library facilities are only fair and could be improved.
4. Keeping the library open on Saturdays instead of Sundays might be a consideration.
5. The biggest hassle at Southwestern is the library. It's quite noisy and there are many distractions, the biggest of which is the maintenance men who perform their jobs as people are trying to read or study.
6. Enlarge the reference section of the library.

GENERAL COMMENTS

One-hundred-and-eleven (52%) of the Students Responding Commented on Miscellaneous Subjects.

Positive Comments	84 (76%)
Negative Comments/Suggestions for Improvement	27 (24%)

POSITIVE COMMENTS:

1. I really really like Southwestern.
2. You have a wonderful institution worthy of our tax support.
3. Keep it small and personal, the way it is now.
4. Southwestern would make a good four year college because of its' location in the South Bay. San Diego State is overcrowded and not easily accessible. Southwestern campus is well planned and within reach of many more thousands of students. Expansion of your career program to include other fields in demand in todays labor market would weed out those who do not want to attend four years of college.
5. It's one of the better schools. You're doing OK.
6. The college does a good job of making the activities available but 40% of the student body I was involved with needed that little push to bring people together and isn't that what it's all about?
7. Expansion is all you really need and you're doing that now.
8. Keep on doing as you're doing - improving each year and keeping an integrated program going on growth and what you offer the academic public.
9. Maintain status quo.
10. Promote Dean Cassidy type of persons instead of demoting them. He was an excellent counselor, Dean and human being. He is mostly responsible for me learning to work with the "good" of the educational system and I am very thankful for that and for his understanding and patience.
11. For four years I attended Southwestern in the evenings and received my AA. There are still classes I would like to take but are not offered in the evening.
12. Make it a four year college. I have now attended six colleges and Southwestern was my favorite.
13. The atmosphere of Southwestern is easygoing; well landscaped.

GENERAL COMMENTS

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14. The beautiful campus and related social life contributed much to the ease of school pressures with both student and instructor.
15. The size of the school is good. It would be good perhaps to consider making it a 4 year college.
16. Pleasant campus atmosphere and appearance.
17. The low cost is a strength of the college. At first, I had a hard time deciding my major but because of the low cost I was able to stay in school long enough to find out what I wanted to major in. I also took courses that I never would have taken otherwise. It also gave me a chance to grow up and find myself because most high schools don't really prepare you for college mentally.
18. The parking facilities are great.
19. The most significant strength of the college is the conducive atmosphere for learning. At State, it's you make it or you don't, no halfway.
20. The campus activities and landscaping tend to lean to a serenity of mind amid the pressures of academic struggle.
21. There is a wide variety of courses offered, not overcrowded.
22. The general atmosphere of the school is relaxed, friendly, which helps the educational experience. I feel Southwesterns' add/drop policy helps the student to learn by relieving some of the possible pressure put on by institutional grade requirements.
23. Beautiful campus, good quality education at minimal cost.
24. Excellent over-all program.
25. It is a good opportunity to meet many people due to the small number of students attending.
26. The strength of Southwestern is up to the individual student. He can go as far as he wants scholastically and socially.
27. Modern, relatively new college. Relaxing campus atmosphere. Some modern study equipment. A variety of recreational facilities such as tennis courts, handball courts, volleyball courts, swimming pool, beautiful lawns.
28. The new Learning Resource Center is great. More use should be encouraged.

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GENERAL COMMENTS

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29. One can learn by applying for a no-credit when a weakness is shown in a course. He can take the extra time in retaking it and have the opportunity of learning it at the speed of his ability.
30. Flexibility and tolerance of the administration for the student activities is a strength of the college.
31. The parking facilities are better than at most colleges.
32. Good location; non-hectic atmosphere; beautiful campus.
33. Southwestern has helped the "minorities" that are no longer "minorities."
34. We (my wife and I) found the relaxed and congenial atmosphere on campus very conducive to learning. It is a far cry from the chaotic rat-race at SDSU. In addition, the parking facilities and access to Southwestern is excellent.
35. Physical layout at the school is excellent. I have attended six colleges off and on for the past twenty years and Southwestern is the best.
36. I think Southwestern has the most attractive campus of all the junior colleges in San Diego County.
37. I liked the setting. It was quiet, not crowded and you were treated as an individual.
38. Its' major strength is the fact it is a community college. It is accessible for use in the community. The classes are tuned for the Navy community. The registration and offices are efficient and after going to State, that is a big asset.
39. Southwestern is a melting pot college in that it is located close to Tijuana. The fact it is a melting pot makes the college more attuned to the times. Southwestern in my opinion, is a progressive college and has handled its heterogeneity extremely well.
40. Southwestern's main strength lies in its' monetary advantages. Lower division courses are much the same wherever you take them but Southwestern has no tuition and that is an incentive to attend.
41. You are a community college that is trying to give the student a good background for a transfer student.
42. Southwestern can be said to be a "larger high school." Under these conditions the student is more secure and less scared of a big institution. The school is relatively small and people can get to know each other.

GENERAL COMMENTS

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43. The general policy of the school in itself is a strength. Usually there was no administration problem that wasn't or couldn't be handled. The willingness of the school to bend with students was great. I worked full-time and was given help and understanding from the teacher to the administration.
44. I enrolled in Southwestern to get lower division units completed without the costs that would be inevitable at SDSU. Students from Southwestern have a higher GPA when they enter another college than from other junior colleges.
45. Southwestern College being a small campus provides an atmosphere of learning and de-emphasizes the competitive role many students are forced into.
46. Southwestern is a good medium of preparedness for four year college from Sweetwater High School District which lacks in any kind of preparation for college. Preparation is in name only. The new Learning Resource Center is the most commendable I have ever experienced. It's very worthwhile to spend my time there for any reason.
47. Southwestern gives some background information. It helps to bring a student into the "higher education process" with ease by placing emphasis on his individualism.

NEGATIVE COMMENTS/SUGGESTIONS FOR IMPROVEMENT:

1. Label corresponding credit units applicable at SDSU with the same numbers. I transferred thinking I had all my lower division courses completed but found out from the evaluation office at SDSU I was short many classes that were required. This is not an isolated case either. Many of my friends had the same experience.
2. You need more parking.
3. You need to expand more and do away with the \$3.00 parking fee. It's a community college; our taxes paid for it. The parking fee is a fluxive thing.
4. Administration reflects the attitudes of the leaders of the institution. If they are poor the administration is poor.
5. Be more selective in the students that are admitted.
6. Check into students living in Mexico and going to Southwestern.
7. Due to the energy crisis, gas shortage, etc. students from near communities should be allowed to attend Southwestern because of transportation reasons.

GENERAL COMMENTS

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8. There is a need for recruitment of more black students since the school does offer a fairly well rounded curriculum. You should relax the inter-district permits so as to comply with the above stated.
9. Cut down on expenditures toward non-academic activities. Re-direct these energies toward fulfilling the goal of an institution of higher learning. The people who go to Southwestern are not just those who can't decide what they want to do. There are people who can't afford to go to a university for four years. They are the ones who should benefit from the experience at Southwestern.
10. Somehow make it like a college, not a high school. Students are treated as if in high school. They are being put down the majority of the time.
11. Prevent the control of any student service activity to insure that no person is deprived of "equal opportunity." Some activities staffed by minorities may devote all their talents/resources to their own interests.
12. We read recently that the use of Mayan Hall was granted to a group of black extremists who then proceeded to spit in "Whitey's" face. As a taxpayer, I feel that the use of school facilities should be granted only after careful screening. Why should the public provide facilities to any organization whose purpose is the overthrow of the "system" and who use said facilities to harass, threaten and ridicule the majority.
13. Go on the semester system that San Diego State has.
14. Drop many of the time wasting, money wasting activities, ie, badminton, golf, guitar, etc.
15. There could be a better distribution of funds. While I like the P.E. Department, I think that they receive more money than they deserve.
16. Incorporate something to change the general apathy of the students; not the rah,rah stuff but interest in the college and the community. Perhaps it is indicative of the country and not just Southwestern.
17. Establish preferential seeding for students with 3.5 GPA and above to insure they get the class they want and need in the particular semester they wish them. This should apply to grades earned during the last year of high school as well for beginning freshmen.
18. Either abolish the parking fee or constantly and effectively patrol the parking areas.
19. You could increase funds coming into the school by investigating the registered home address of all Mexican/American students. I know for a fact that a large number of your Mexican/American students actually live in Tijuana and give a friend's address in the states as residence. This means that American taxpayers are educating Mexican students at no cost to them.

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GENERAL COMMENTS

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20. Give consideration to the quarter system.
21. Too much money is spent on the abstract art structures on campus such as the 4x4x2 piece of steel by the Art Gallery.
22. Classes were listed in the semester schedule that were not given, in particular an accounting class. Don't include a course unless there is a likelihood of convening the class.
23. My suggestion is to make Southwestern a four year college. It is much too good to remain a junior college. It is more unique than most four year colleges. I realize this will take time but it should be done while the school is still young. This will save money, cause less confusion in revamping courses, and create more full-time jobs.
24. Listen to the voice of the minority students. Don't just give them token attention. (SHARE, EOP and MECHA)

SOUTHWESTERN COLLEGE QUESTIONNAIRE

We feel that you, as a recent student, can provide us with some valuable feedback about Southwestern College. Please help us by taking a few moments to provide us with the following information. Return your responses in the enclosed prepaid envelope. -- Thank you.

Present Educational Status (Check one)

- ☐ 1. Attending School Full Time
☐ 2. Attending School Part Time
☐ 3. Not Attending Now But Plan to Continue
☐ 4. Not Attending and Not Planning to Continue
☐ 5. Other _____

Year You Entered Southwestern Major

School You Are Now Attending

Carrying Units Major

	Southwestern College				
	Low				High
1. Over-all Rating of the College	1	2	3	4	5
2. Quality of Instruction (General)	1	2	3	4	5
3. Quality of Instruction (Your Major)	1	2	3	4	5
4. Quality of Instructional Facilities, classrooms, labs (Your Major)	1	2	3	4	5
5. Quality of Instructional Materials, texts, references (Your Major)	1	2	3	4	5
6. Quality of Counseling and Guidance as They Apply to You	1	2	3	4	5
7. Your Evaluation of the College's Grading Policy	1	2	3	4	5
8. Your Evaluation of the College's Registration Procedures	1	2	3	4	5
9. Food Services (Cafeteria, Vending).	1	2	3	4	5
10. Library	1	2	3	4	5
11. Bookstore	1	2	3	4	5

Present School					
Low					High
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
Complete above only if you are attending school now.					

What do you feel are some specific strengths of Southwestern? _____

What can we do to improve Southwestern? _____

(over)

IF YOU ARE PRESENTLY EMPLOYED

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1. Present Employment Status (check one)

- ☐ 1. Employed Full Time
- ☐ 2. Employed Part Time
- ☐ 3. Not Employed
- ☐ 4. Housewife
- ☐ 5. Armed Forces
- ☐ 6. Other _____

2. Were you employed in the position you now hold prior to attending Southwestern?

- ☐ 1. Yes
- ☐ 2. No

3. Are you employed in an occupation:

- ☐ 1. For which you received training at Southwestern?
- ☐ 2. Related to the training received at Southwestern?
- ☐ 3. Unrelated to the training received at Southwestern?

4. Your job title _____

Your employer _____

STUDENT ACTIVITIES AND SERVICES

If you participated in any of the activities or used any of the services listed below, please check opposite that item.

- | <u>Co-Curricular Activities</u> | <u>Extra Curricular</u> | <u>Services</u> |
|---|--|--|
| ☐ 1. Intercollegiate Athletics | ☐ 1. Intramural Athletics | ☐ 1. Financial Aids (grants, loans) |
| ☐ 2. Drama | ☐ 2. Campus Clubs/Groups | ☐ 2. Personal or Book Loans |
| ☐ 3. Music | ☐ 3. Student Government | ☐ 3. Placement (part time, full time) |
| ☐ 4. Forensics | ☐ 4. College Committees | ☐ 4. Child Development Center |
| ☐ 5. Dance | ☐ 5. Other _____ | ☐ 5. Tutorial Services |
| ☐ 6. Journalism | | ☐ 6. Health Services |

- | | Low | | | | High |
|---|-----|---|---|---|------|
| 1. Your rating as a participant in the <u>Co-Curricular</u> activities at Southwestern. | 1 | 2 | 3 | 4 | 5 |
| 2. Your rating as a participant in the <u>Extra-Curricular</u> activities at Southwestern. | 1 | 2 | 3 | 4 | 5 |
| 3. Your rating of the <u>Services</u> that you used at Southwestern. | 1 | 2 | 3 | 4 | 5 |
| 4. Your rating of the <u>Special Events</u> (speakers, movies, dances, etc.) at Southwestern. | 1 | 2 | 3 | 4 | 5 |

Comments related to Student Activities and Services (strengths and/or deficiencies of existing programs, services that should be added, deleted, etc.)

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 06 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION